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EDUCATION WEEK

American Education's Newspaper of Record | Volume VI, Number 2 · September 17, 1986

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Boston Guarantee: College and a Job After Graduation

Corporate Leaders Vow $5 Million Endowment

By Robert Rothman

A group of Boston business leaders announced last week a plan that will guarantee to every high-school graduate in the city the financial resources for college and a job after college graduation.

In the most ambitious effort of its kind in the nation, the corporate leaders have pledged to establish a $5-million endowment to pay for the plan, which expands on existing agreements between the businesses and schools.

"Our goal is that no qualified student will be denied a higher education because of a lack of financial advice and financial resources," said Edward E. Phillips, chairman of the New England Mutual Life Insurance Co., which spearheaded the effort.

Money from the endowment will be used to place college counselors in high schools to advise students on the availability of financial aid and to provide "last-dollar" scholarships to bridge the gap between students' resources and college costs.

In addition, the firms have pledged to give top priority to hiring Boston high-school graduates after they complete postsecondary education.

Laval S. Wilson, Boston's superintendent of schools, said the program would provide hope for the city's disadvantaged students.

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'Safe Schools' Suits Seek To Test Limits Of California Law

By William Snider

More than a dozen legal actions have been filed recently against California school districts as lawyers seek to test the limits of the state's unique "safe schools" constitutional amendment.

Plaintiffs in the cases, which stem from a variety of incidents involving students on school premises, are arguing that districts and, in some cases, staff members failed to provide a "safe, secure, and peaceful" school environment as required by a 1982 amendment to the state constitution.

Most of the cases have been filed in the wake of a state-court decision last May that provided the first judicial interpretation of schools' liability under the provision. *(See Education Week, May 28, 1986.)*

Superior Court Judge Richard Bartalini ruled in a case involving the Oakland public schools that districts no longer have to be found negligent to be liable for damages in school-safety cases. Rather, he held, they can be be liable if it is proved that they failed to use "reasonable diligence" to en-

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A National 'Civics Lesson'

Schools Prepare for Constitution's 200th Year

By Robert Rothman

As the nation prepares to celebrate the 200th anniversary of the signing of the U.S. Constitution next September, educators and civic leaders are taking steps to make schools a major focus of the year's events.

From the preparation of special curricular materials, to the sponsorship of student essay contests, national organizations have planned an educational agenda that should fulfill Chief Justice Warren E. Burger's pledge that the bicentennial would be a "civics lesson for all of us."

Mr. Burger made the remark this summer, when he announced that he would relinquish his role as the nation's chief judicial officer to devote full time to the chairmanship of the Commission on the Bicentennial of the U.S. Constitution.

Following his lead, educators have seized the occasion as an unparalleled opportunity to teach their students about the origins and continuing relevance of the nation's founding legal document.

"The Constitution is basic to everything we do in this country," said Lewis E. Huffman, director of social-studies education for the Delaware department of public instruction. "It is important for students to understand this."

"We want this to be an educational celebration," said Harold Kessler, director of social-studies education for the School Dis

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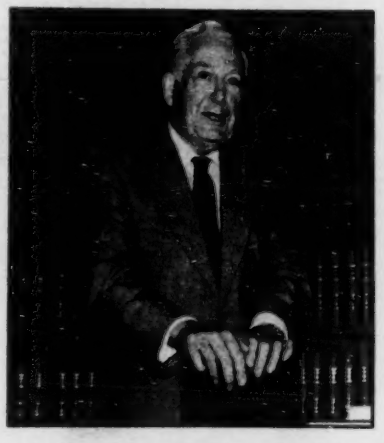

Chief Justice Warren Burger heads the bicentennial commission

Rating Teachers on Students' Test Scores Sparks Furor, Legal Action in St. Louis

By Blake Rodman

A federal district judge is expected to decide in the coming months whether the St. Louis Board of Education violated teachers' rights last spring when it became the first in the nation to base teacher-employment decisions, in part, on student test scores.

Nationally, many education-improvement proposals have called for greater teacher accountability, and some have suggested that student performance be a consideration in evaluating teachers.

But in the face of strong opposition from the National Education Association and the American Federation of Teachers, few districts have seriously considered using student test scores as part of their teacher-evaluation plans. Only St. Louis has put such a system in place, according to union and district officials.

And that system is under attack from the St. Louis Teachers Union, an affiliate of the A.F.T., which filed suit in U.S. District Court in July to block the district's use of the new evaluation program.

Last week, Jerome B. Jones, the superintendent of schools, defended on national television his district's use of scores on the California Achievement Test to evaluate teachers.

"We think an accountability system that looks at product is a critical factor in terms of assuring that our students are appropriately educated," he said on NBC's *Today* show.

But in an interview earlier this month, Evelyn Battle White, president of the S.L.T.U., called the new system "craziness."

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E.D., White House Begin Campaign In War on Drugs

House Votes $350 Million In Grants to Districts

By James Crawford

WASHINGTON—"Schools Without Drugs," a 78-page compendium of information and advice on how to "slam the schoolhouse door" on drugs, was to be released Sunday by the Education Department to coincide with a nationwide address on the problem by the President and Mrs. Reagan.

"Because of drugs, our children are failing, suffering, and dying," said Secretary of Education William J. Bennett in a statement prepared for the booklet's release. "We have to get tough, and we have to do it now."

One million copies have been printed and will be distributed free of charge to every public and private school in the country and to superintendents, parent groups, police departments, and elected officials.

Meanwhile, on other fronts of the anti-drug offensive, the House last week voted 392-16 to spend $3 billion to $4 billion over the next three years to strengthen drug enforcement and education. The bipartisan bill (H R 5484) would authorize $350 million a year in grants to school districts to support drug-abuse-prevention and counseling programs.

A similar proposal being advanced by Senate Democrats would allocate $150 million.

And in preparation for the Reagans' speech, the White House was putting the finishing touches on its own legislative package, which was expected to contain $100 million in state block grants for anti-drug programs in the schools, probably by shifting funds from other education accounts.

In heated debate on the proposal last week at a Domestic Policy Council meeting, which was closed to the press, Mr. Bennett took a hard line on punishment for federal employees found to be using drugs, according to an Administration source who asked not to be identified.

But the Secretary, while supporting the expansion of drug-testing in the federal work force, urged that prevention be the focus of

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Also in the news

Group Attacks Operation Of Testing Center
The U.S. Education Department has been asked to investigate the Educational Testing Service's operation of a federally funded center that disseminates testing information.
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Policymakers Focusing On 'At Risk' Youth
At the federal, state, and local levels, educators and lawmakers are seeking ways to combat drug abuse, suicide, pregnancy, high dropout rates, and unemployment among the young.
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Settlement Limits Use Of Chapter 2 Grants
A consent agreement in a longstanding Rhode Island case, which could serve as a model for other states, limits the use of federal block grants in parochial schools to secular purposes.
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IN SUMMARY

'Serrano' Revisited
In a new development in a landmark school-finance dispute, California's high court has agreed to decide whether the state has fully complied with the 1974 *Serrano* v. *Priest* ruling. **Story on Page 6.**

Minorities and Colleges
Despite increasing national concern over the decline in college-going rates among minorities, they continue to be underrepresented in higher education, according to a new report. **Story on Page 7.**

A Skeptical Response
A proposed 11-state lottery that is being promoted as a lucrative source of revenue for schools and other social programs is getting a skeptical response from many educators. **Story on Page 8.**

'Hands-on' Science
Science educators, warning of the negative effects of inadequate science instruction in the early grades, are calling for "hands-on" approaches to the subject in elementary school. **Story on Page 10.**

An Inspiring Example
Following the example of a New York City businessman, business leaders in Dallas have launched a campaign to provide college scholarships for disadvantaged youths. **Story on Page 12.**

Uncertain Impact
As the federal tax-revision plan nears passage in the Congress, state officials are facing a host of uncertainties about the measure's impact on state revenues. **Story on Page 14.**

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EDUCATION WEEK (ISSN 0277-4232) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1255 23rd Street, N.W., Suite 775, Washington, D.C. 20037. (202) 466-5190. Subscriptions: U.S.: $48 for 42 issues. Canada: $71 for 42 issues. Foreign: $113 (airmail) and $81 (surface mail) for 42 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. POSTMASTER: Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume VI, Issue 2.

Main Editorial and Business Offices
Suite 775, 1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 466-5190

For New Subscriptions, Subscription Problems, and Changes of Address Write to:
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Display Advertising Only

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E. I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, William and Flora Hewlett Foundation, Kettering Family Fund, Ittleson Foundation, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Sid W. Richardson Foundation, Rhode Island Foundation, Rockefeller Foundation, San Francisco Foundation, Shell Companies Foundation, Standard Oil of Ohio, Tinker Foundation.

SUBSCRIPTION RATES IN U.S.

One year (40 issues) . . . $47.94. Two years: $83. Three years: $119. In Canada . . . $70.94. per year. Outside the U. S. and Canada . . . $80.94 per year for surface mail and $112.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $3.00 each (first class postage pre-paid). Single copies of Issue 40 are $18.00. Send order to: Back Issues, Education Week, Suite 775, 1255 23rd Street, N.W., Washington, D.C. 20037.

THE WEEK

FEDERAL

President Praises 'Grassroots' Reforms

President Reagan has described the nation's schools as "markedly better and still improving," attributing gains to "a grassroots movement for education reform" that followed the release of the 1983 report *A Nation at Risk*.

In his weekly radio address on Sept. 6, Mr. Reagan said the reform movement at the state and local levels "generated more enthusiasm and more action than any amount of dollars or directives from Washington ever could have."

"Test scores show that students in 35 states have improved their educational performances," Mr. Reagan added. "I think we can all expect to see a lot more action in our state capitals, right where it belongs."

The President praised *Time for Results: The Governors' 1991 Report on Education*, recently issued by the National Governors' Association, for its recommendation that states expand parents' choice of public schools for their children.

"If one school doesn't do the job right, let them send their children to a school that does," Mr. Reagan urged.

The President also advised the nation's youths to "just say no" to drugs, a theme he and Mrs. Reagan were scheduled to address on nationwide television last Sunday.

G.A.O. Study Compares Job-Training Centers

Students who receive job training through federal Civilian Conservation Centers generally find better-paying jobs than those who attend Job Corps training centers of similar size operated by outside contractors, the General Accounting Office reports.

Operating costs, however, are significantly lower at the contract centers, according to the G.A.O. Those centers are run by local governments and private nonprofit and for-profit organizations under contract to the Labor Department. The conservation centers, although part of the Job Corps program, are run by the Agriculture and Interior departments.

The audit agency's study, requested by Senator Orrin G. Hatch of Utah, chairman of the Labor and Human Resources Committee, found that the average starting wage for students who completed C.C.C. training was $4.47 an hour, compared with $3.91 an hour for other Job Corps trainees.

The study examined 29 of 30 conservation centers and 13 of 76 contract centers representing 22 percent of Job Corps enrollment capacity.

Peter Rell, national director of the Job Corps, criticized the study for what he said was a failure to analyze more closely the cost of the federally run centers.

"The central issue in this discussion is the one G.A.O. ducks," Mr. Rell said. "The question is whether or not savings would accrue from contracting out" the operation of the conservation centers.

The Labor Department could cut C.C.C. costs by as much as 12 percent by turning the centers over to outside contractors, he said.

NATIONAL

Group Plans 'Blueprint' For Aiding Black Pupils

A group of prominent black educators has begun formulating a "blueprint for action" intended to spur a nationwide effort to meet the educational needs of black students.

Participants at a three-day "National Conference on Educating Black Children" drew up an extensive set of recommendations that will be refined for release early next year, according to a spokesman for Representative Augustus F. Hawkins of California, chairman of the House Education and Labor Committee. Representative Hawkins initiated the conference, held last week near Baltimore and sponsored by Howard University and the Los Angeles Unified School District.

Among the group's preliminary recommendations:

- Parents, teachers, and local communities should raise their expectations for the educational performance of black students and develop support structures to help students meet those goals.
- Policymakers should ensure that recognition and incentives for teachers are directly connected to the success of black students.
- Communities should lobby for increased support for federal and state education programs that benefit black children.
- Community organizations should establish and appropriate funds for a national center to identify and promote programs that boost the performance of black students.

Researchers Seek Data On Reform Spending

A major survey of state budget officials should reveal a wealth of information about how much states are spending on education reform and what efforts they are choosing to finance, researchers say.

The study, which is being conducted by New York University's Center for Education Finance under a grant from the American Can Company, is intended to shed light on changes in taxing and spending brought about by the reform movement, said Deborah Inman, the center's director.

Recent studies of educational improvement, such as those prepared by the Carnegie Forum on Education and the Economy and the National Governors' Association, have not addressed the issue, Ms. Inman said.

"If you look at just about everything that has been done so far, that is the one hole, the one thing that's missing," she said.

A questionnaire mailed to state officials early this year sought information on total education appropriations, teacher pay increases, and changes in state aid formulas. The survey also asked officials to list their states' reform priorities and to indicate whether local school districts have had to absorb some of the extra costs.

After the responses are tabulated and analyzed, Ms. Inman said, they will be used to create a data base that can be updated annually. A preliminary study will be completed next month, she said, with the full report scheduled for release in January.

10% of Legislators Have Been Educators

More than 800—or approximately 10 percent—of all current state legislators in the nation are, or have been, educators, according to the American Association of Colleges for Teacher Education.

AACTE's state-issues clearinghouse has just completed an 80-page directory listing these lawmakers alphabetically by state and including the legislative chambers they serve in, their party affiliations, addresses, telephone numbers, and, when available, alma maters and committee assignments.

Roughly 40 percent of the legislators are listed as teachers, 13 percent are college professors, and 20 percent are described simply as "educator." Less-represented categories include administrators, counselors, principals, and superintendents.

Sixty-five percent of the lawmakers are listed as Democrats, 33 percent as Republicans, and 2 percent as independents.

The data were compiled in response "to the rapid movement of education-reform initiatives to the statehouses," according to an introduction to the directory.

A copy of the volume, "Educators as Lawmakers: A Directory of State Legislators from the Education Profession," is available for $10 from AACTE, One Dupont Circle, Suite 610, Washington, D.C. 20036.

STATES

School Officials Resist Idaho Graduation Rule

Officials in two Idaho school districts have announced that they will not abide by a controversial state-mandated graduation requirement, and others are considering

derson, a spokesman for the T.E.A.

The requests of another 33 districts, however, have been denied, she said. "They just couldn't demonstrate that they had done all they could do to fill those positions with qualified replacements."

Under state law, public-school educators who failed to pass the Texas Examination of Current Administrators and Teachers by the end of June were to lose their certification and thus their jobs, unless their districts were granted a waiver. *(See Education Week, Sept. 10, 1986.)*

Of the 210 individual waivers requested, 43 were granted, 148 were rejected, and 19 are pending.

PEOPLE

Frank H. Reed, the director of a private elementary school in West Beirut, Lebanon, last week became the latest American kidnapping victim in that war-torn city. He was abducted last Tuesday when masked assailants in another car rammed his car and forced him out at gunpoint, police said.

The group known as Islamic Jihad, which says it holds several other American hostages, claimed responsibility for the kidnapping, charging that Mr. Reed was a U.S. spy.

The 53-year-old Mr. Reed, a native of Malden, Mass., who had previously been the principal of a Whitfield, N.H., school, heads the Lebanese International School in the Moslem sector of West Beirut. Relatives said last week that he had been in Beirut for about eight years and had married a Syrian-born woman.

□

Gov. Thomas H. Kean of New Jersey, who has drawn widespread attention for his education-reform efforts, is taking steps to position himself as a key leader of the national Republican Party.

After a speech the Governor is to give in Cleveland next month, one of his top aides will conduct an informal poll on Ohio business leaders' opinions of him, a spokesman for Mr. Kean said last week.

The poll does not presage a bid by Mr. Kean for national office, the spokesman, John Samerjan, maintained.

"All along he has said that he has a message to bring to the Republican Party," he said. "We have carefully selected forums to which he can speak on issues that he feels the party should focus on to attain majority status and retain the White House."

The Ohio speech will follow numerous recent addresses by Mr. Kean outside his home state on behalf of candidates and as an advocate of school reform.

Mr. Kean served last year as chairman of the Education Commission of the States and was recently elected chairman of the Republican Governors' Association.

1985-86 Average Teacher Salary Ranked By State

Rank	State	Average Salary	Percent U.S. Average
1	Alaska	$41,647	165.0%
2	District of Columbia	32,067	127.0
3	New York	30,490	120.8
4	Rhode Island	29,470	116.8
5	Michigan	29,461	116.7
6	California	29,258	115.9
7	New Jersey	28,000	110.9
8	Wyoming	27,461	108.8
9	Minnesota	27,360	108.4
10	Illinois	27,172	107.7
11	Connecticut	26,858	106.6
12	Massachusetts	26,800	106.2
13	Wisconsin	26,720	105.9
14	Maryland	26,580	105.3
15	Washington	26,182	103.7
16	Hawaii	26,038	103.2
17	Pennsylvania	26,006	103.0
18	Colorado	25,892	102.6
19	Oregon	25,664	101.7
20	Nevada	25,606	101.5
21	Ohio	24,988	99.0
22	Delaware	24,625	97.6
23	Texas	24,419	96.7
24	Indiana	24,248	96.1
25	Arizona	23,931	94.8
26	Virginia	23,388	92.7
27	Georgia	23,046	91.3
28	Alabama	22,934	90.9
29	Kansas	22,644	89.7
30	New Mexico	22,526	89.2
31	Montana	22,482	89.1
32	North Carolina	22,476	89.0
33	Oklahoma	22,444	88.9
34	Florida	22,250	88.2
35	Utah	22,229	88.1
36	Missouri	21,974	87.1
37	Iowa	21,802	86.4
38	Tennessee	21,800	86.4
39	South Carolina	21,428	84.9
40	Idaho	20,971	83.1
41	Kentucky	20,948	83.0
42	Nebraska	20,834	82.5
43	North Dakota	20,815	82.5
44	West Virginia	20,625	81.7
45	Louisiana	20,460	81.1
46	Vermont	20,379	80.7
47	New Hampshire	20,263	80.3
48	Arkansas	19,926	78.9
49	Maine	19,583	77.6
50	Mississippi	18,472	73.2
51	South Dakota	18,095	71.7
	U.S. AVERAGE	**$25,240**	**100.0%**

SOURCE: American Federation of Teachers

Teacher salaries for the 1985-86 school year ranged from an average of $41,647 in Alaska to $18,095 in South Dakota.

RESEARCH AND REPORTS

Liabilities Seen in Use Of 'Ability Grouping'

Assigning elementary-school students to all-day classes solely according to their overall academic-performance levels may hinder their progress, a recent study suggests.

It is better, for example, to group students by mathematics ability within a heterogeneous class or by reading ability across grade levels, Robert Slavin, director of the Center for Research on Elementary and Middle Schools at The Johns Hopkins University, concluded after reviewing research literature on ability grouping.

An entire class grouped by ability is the least flexible arrangement for pupils whose peformance changes over the year, he noted. Moreover, he said, heterogeneous classes may offer beneficial peer pressure to perform better.

Mr. Slavin also found that homogeneous low-ability classes tend to attract less-experienced and possibly less-competent teachers whose expectations for the students are low and whose aim is to be promoted to teaching "better" classes.

Copies of the study are available for $6.50 each from the Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, Md. 21218.

Benefits Cited for Pupils With Working Mothers

Elementary-school children whose mothers work outside the home do better academically, are more independent, have better social and communication skills, and are absent from school less often than children whose mothers stay home, according to a recent study.

But when mothers in the study were asked to rate themselves as parents, those who stayed home gave themselves higher marks than those with jobs, said Helen Cleminshaw, associate professor of child and family development at the University of Akron and a co-author of the report.

Mothers with jobs "are more educated and more oriented toward education," Ms. Cleminshaw said. "They bring the outside world home. Their children interact with more adults and kids, and have to learn to be independent and develop more 'daily living' skills."

Social attitudes critical of working mothers, rather than objective measurements of their ability as parents, are the reason that employed mothers didn't rate themselves as favorably as nonworking mothers, Ms. Cleminshaw concluded.

The study sampled 573 1st-, 3rd-, and 5th-grade students in 1981. A follow-up report on how the children fared two years later is due to be published next year.

Copies of the report are available from the project director, John Guidubaldi, 412 White Hall, Kent State University, Kent, Ohio 44242.

Uprooting Students Not Disruptive, Study Finds

Uprooting children from their schools and communities may be less traumatic than many counselors believe, according to a University of Florida study.

The study, conducted in June by Beth Dovell as part of her doctoral dissertation, surveyed 274 5th graders in the Alachua County, Fla., school system. About 52 percent of the students had attended the same school since the 1st grade; the remaining 48 percent had moved at least three times.

Ms. Dovell tracked the students' test scores; their adjustment to their school, as determined by their teachers; their school attendance; and their peer relationships, as assessed through interviews with students.

"I found that whether they moved or not didn't really make a difference in any of those things," said Ms. Dovell, a guidance counselor at Terwilliger Elementary School in Alachua County.

Other factors, such as the students' race, socioeconomic level, or whether they came from a broken home, had a greater impact on schoolwork, she said.

"It was a shock," she said. "I just wondered if something went wrong with the study, but I had a large enough sample."

Most parents, teachers and guidance counselors seem to believe that moving tends to hurt a child's classroom performance, Ms. Dovell said. "I think we can relax when we see students move in who've been to other schools and not automatically think there's a problem."

10-Year Project Paints Profile of Child Molester

The typical child molester is a male who has abused an average of 117 youngsters, most of whom he was already acquainted with, according to researchers who have completed the most extensive review of child sex-abuse cases ever.

The study, paid for by the National Institute of Mental Health, examined 571 offenders who said they had sexually abused a total of 67,000 children.

Dr. Gene Abel of Emory University in Atlanta, who conducted the 10-year study with Judith Becker, director of the sexual-behavior clinic at the New York State Psychiatric Institute and Clinic, presented the findings at the annual meeting of the Academy of Behavioral Medicine Research, held this past summer in Williamsburg, Va.

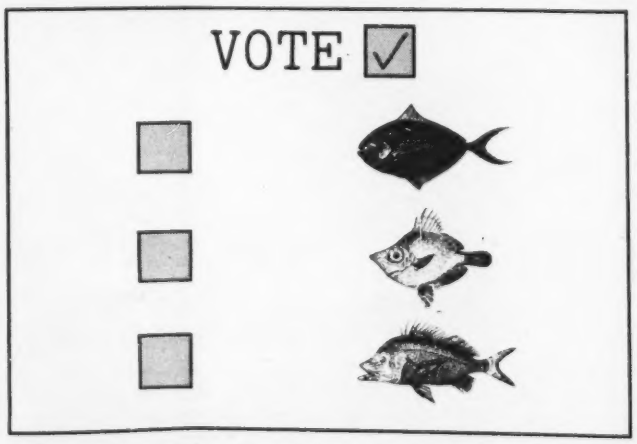
Dr. Abel and Ms. Becker found that boys are far more likely to be victims of sex abuse than had been previously believed, and that two-thirds of all victims molested outside the home are boys.

Girls are more frequently the targets of "hands-off" crimes, such as exhibitionism and window peeping, the study found, while boys are more likely to be victims of "hands-on" abuse.

Approximately half of the offenders studied had begun sexually deviant behavior by age 15, the researchers reported.

They also concluded that—contrary to the belief of many experts on sex crimes—offenders typically do not limit themselves to one type of offense, to victims from one sex or age group, or to victims from outside the family.

Illinois Schoolchildren To Make It Of-fish-ial



In what is expected to be a full-scale election, Illinois schoolchildren will decide in November which fish will join the white-tailed deer, the cardinal, the monarch butterfly, the white oak, the violet, and fluoride as an official symbol of the Land of Lincoln.

Earlier this month, Gov. James R. Thompson visited a Chicago elementary school to sign legislation calling on students to pick the state's piscine emblem.

"I cannot think of a better way to demonstrate the [election] process than by letting students participate in a real election," he said.

Mr. Thompson's decision to sign the measure apparently represented a change of heart. He had chastised lawmakers for debating the issue last spring when, presumably, they had bigger fish to fry.

Moreover, the Governor noted at the time, Illinois already had an official fish—*Echeneis naucrates*, or, as it is more commonly known, the sucker.

A spokesman for Mr. Thompson said last week that officials at Chicago's Shedd Aquarium had misinformed the Governor about the sucker's status. "The aquarium people gave him that information, but it turned out to be erroneous," she said.

Despite Mr. Thompson's tacit endorsement of the lowly sucker, legislators decided against adding it to the list of candidates. The law calls for the state's elementary-school students to pick the state's fish from among the bluegill, carp, channel catfish, white crappie, largemouth bass, and coho salmon.

The fish election will be conducted in the state's public and private elementary schools on Nov. 4, the same day that adult voters will decide whether to re-elect Mr. Thompson to another four-year term. **—T.M.**

Schools, Nation Mark Constitution's 200th Year

Continued from Page 1

trict of Philadelphia. "In addition to the celebration, there has to be a cerebration."

And Robert Mack, chairman of the Constitution Committee of the Washington State Centennial Commission, predicted that "after next year, public and private schools will teach better how important the Constitution is in everybody's life."

Materials and Programs

To help accomplish these goals, organizations ranging from the American Bar Association to the National Conference of Christians and Jews Inc. have joined education groups in producing a variety of programs and materials for the schools.

Project '87, a joint venture of the American Political Science Association and the American Historical Association, has sponsored the development of "Lessons on the Constitution," a series that includes 60 activities to enhance textbook coverage of constitutional issues and themes.

The lessons were developed after a 1980 conference sponsored by the project found an "inadequate treatment of the Constitution itself and constitutional themes in textbooks," said Cynthia Harrison, deputy director of Project '87.

The group has sold all of its first printing of 5,000 copies of the lessons, and plans a second printing, she said.

The National Conference of Christians and Jews has also developed "curriculum enrichment" materials for students aimed at fostering an understanding of how constitutional principles, such as due process of law and the separation of powers, affect students' daily lives, according to Leah Sayles, director of the conference's Living Constitution Project.

The materials also demonstrate how the Constitution "enables us to have a pluralistic society," Ms. Sayles added.

"It was a natural for us to be involved."

Teacher Workshops

To help prepare teachers for the year's events, the National Council for the Social Studies is sponsoring workshops in all 50 states and the District of Columbia on Nov. 15. At least 6,500 teachers are expected to participate in the more than 110 workshops, according to Mary Kennedy, staff director of the council's bicentennial project.

Ms. Kennedy said the workshops would provide teachers with an opportunity to study, discuss, and think about the Constitution, so that they can help their students "understand it and care about it more."

"Everybody can always use new information and a fresh approach," she said.

To encourage students to think about constitutional issues, several organizations are sponsoring bicentennial contests and competitions. The American Bar Association, the Bicentennial Commission, and *USA Today*, for example, are jointly sponsoring an essay contest, open to high-school students, carrying the theme, "The Constitution: How Does the Separation of Powers Make It Work?"

Study and 'Celebration'

The A.B.A., which is also sponsoring a mock-trial competition for high-school students, is encouraging students to celebrate the Constitution as well as to study it, according to Minna S. Novick, bicentennial coordinator of the A.B.A.'s special committee on youth education for citizenship.

"The Constitution is always taught," she said. "There is not enough celebration, not enough commemoration."

On the other hand, the Center for Civic Education, which has created a "national bicentennial competition," is using the contest to improve the teaching of the document, according to Charles N. Quigley, executive director of the center.

Students entering the competition, which will be conducted each year through 1991, will prepare by taking a six-week unit developed by the center on the philosophical basis of the Constitution, Mr. Quigley said.

"We are really trying to help kids understand the basic concepts underlying the system," he added.

State Programs

State groups are also developing programs for the schools. In several states, such as Virginia, the state bicentennial commission will provide speakers; in Washington State, the speakers will be actors posing as the Constitution's framers.

In other states, local activity is aimed at highlighting the state's particular role in the framing or ratification of the Constitution.

In Delaware, which prides itself on being the first state to ratify the Constitution, the Delaware Heritage Commission has commissioned a 4th-grade textbook on Delaware history. Although the state has been planning to produce a textbook for years, the bicentennial provided the impetus, according to Mr. Huffman.

States that were not among the original 13 colonies are also tailoring their bicentennial activities to local history. The Alabama Humanities Foundation is planning to develop classroom materials on Hugo Black, the former Supreme Court justice from Alabama, and on key Supreme Court cases—such as *New York Times* v. *Sullivan*, the landmark libel case—that involved the state.

Walter Cox, director of the foundation, said the state's current budget crisis may curtail the commission's ability to distribute nationally developed materials. But he said there is so much local interest in producing bicentennial materials that the lack of state coordination may lead to a duplication of effort, rather than a curb on activities.

"There is so much fine work being done at the national level," he said. "People shouldn't reinvent the wheel in every school district."

DATABANK

Selected Statistics for 120 Largest School Systems in 1982-83

Name of School System	Location of Superintendent's Office	Enrollment (Fall 1982)	Classroom Teachers (Fall 1982)	Revenues and Expenditures, 1981-82 (in thousands of dollars) Revenue Receipts	Total Expenditures[1]	Current Expenditures, Instruction	Current Expenditure Per Pupil, 1981-82[2] (in dollars)
New York City	Brooklyn, N.Y.	918,358	46,235	$2,827,093	$2,819,296	$1,843,516	$2,864
Los Angeles Unified	Los Angeles, Calif.	547,906	24,136	1,636,314	1,631,841	908,475	2,937
Chicago City	Chicago, Ill.	435,843	21,457	1,305,309	1,345,321	671,686	2,820
Dade County	Miami, Fla.	222,058	12,048	704,705	687,518	409,761	2,675
Detroit City	Detroit, Mich.	208,656	—	630,481	663,334	364,604	2,887
Philadelphia City	Philadelphia, Pa.	207,774	11,988	675,050	643,009	293,630	2,514
Houston Independent School District	Houston, Tex.	194,439	10,213	481,950	505,488	302,725	1,761
Dallas Independent School District	Dallas, Tex.	128,021	7,142	339,521	322,757	216,072	1,694
Broward County	Ft. Lauderdale, Fla.	125,744	7,502	401,992	366,910	233,849	2,620
Fairfax County	Fairfax, Va.	123,164	6,622	419,621	397,582	226,878	3,045
Baltimore City	Baltimore, Md.	119,570	6,303	345,827	333,987	177,252	2,888
Prince Georges County	Upper Marlboro, Md.	112,279	5,393	339,219	334,953	193,714	2,697
San Diego City Unified	San Diego, Calif.	110,631	5,043	322,192	317,784	198,451	2,827
Hillsborough County	Tampa, Fla.	110,562	6,297	294,000	287,108	166,643	2,284
Memphis City	Memphis, Tenn.	108,010	5,393	239,955	234,544	131,580	2,012
Duval County	Jacksonville, Fla.	99,163	5,372	249,068	249,305	149,104	2,307
Jefferson County	Louisville, Ky.	95,020	4,959	236,022	226,184	140,208	2,197
Montgomery County	Rockville, Md.	92,595	5,406	364,287	345,438	211,903	3,388
District of Columbia	Washington, D.C.	91,105	5,305	312,193	324,569	166,779	3,168
Clark County	Las Vegas, Nev.	89,680	4,009	231,172	217,209	131,633	2,194
Baltimore County	Towson, Md.	87,977	5,257	296,880	284,730	177,949	2,886
Milwaukee	Milwaukee, Wis.	86,387	4,475	322,977	317,233	218,353	3,568
Pinellas County	Clearwater, Fla.	84,521	4,985	255,833	234,743	143,335	2,437
Orleans Parish	New Orleans, La.	83,767	4,553	239,117	220,768	114,253	2,489
Cleveland	Cleveland, Ohio	79,541	3,602	275,473	281,189	148,844	3,526
Orange County	Orlando, Fla.	78,745	4,610	209,134	204,589	126,016	2,320
Jefferson County	Lakewood, Colo.	76,530	3,684	228,216	222,716	114,592	2,588
Albuquerque	Albuquerque, N.M.	75,104	4,173	234,027	228,096	130,435	2,893
DeKalb County	Decatur, Ga.	74,276	4,161	182,556	188,718	113,861	2,308
Mecklenburg Co.-Charlotte City	Charlotte, N.C.	72,162	3,538	185,747	170,882	98,940	2,329
Palm Beach County	W. Palm Beach, Fla.	70,818	4,229	216,729	229,145	125,171	2,572
Columbus	Columbus, Ohio	69,101	2,983	211,690	203,575	121,971	2,708
Atlanta City	Atlanta, Ga.	69,004	3,895	202,314	211,298	114,767	2,861
Nashville-Davidson County	Nashville, Tenn.	66,122	3,075	148,699	141,246	93,832	2,027
Anne Arundel	Annapolis, Md.	65,621	3,586	179,386	174,176	108,733	2,358
Fort Worth Independent School District	Forth Worth, Tex.	65,202	3,241	149,291	153,908	95,281	2,052
Granite	Salt Lake City, Utah	64,825	2,683	141,364	134,829	84,746	2,026
Denver	Denver, Colo.	62,309	3,296	229,635	204,505	132,328	3,114
Mobile	Mobile, Ala.	61,820	2,916	105,734	111,131	69,643	1,721
Boston	Boston, Mass.	60,950	3,552	293,710	252,818	142,018	3,739
El Paso Independent School District	El Paso, Tex.	60,423	2,931	125,947	115,098	71,466	1,678
San Francisco Unified	San Francisco, Calif.	60,310	2,570	167,190	172,147	101,649	2,815
San Antonio Independent School District	San Antonio, Tex.	59,796	2,968	131,287	128,092	89,698	2,049
Long Beach Unified	Long Beach, Calif.	59,065	2,537	140,559	149,563	86,734	2,562
St. Louis City	St. Louis, Mo.	58,400	2,900	185,478	178,900	96,834	2,849
East Baton Rouge Parish	Baton Rouge, La.	57,560	3,608	168,449	163,666	83,651	2,600
Polk County	Bartow, Fla.	57,120	3,143	148,181	143,157	90,364	2,277
Jefferson Parish	Gretna, La.	57,099	3,141	179,384	194,046	81,866	2,636
Newark	Newark, N.J.	56,931	3,298	223,105	220,823	116,558	3,410
Indianapolis	Indianapolis,Ind.	55,491	2,851	176,329	174,918	82,922	2,562
Austin Independent School District	Austin, Tex.	55,248	3,357	156,992	149,086	96,646	2,606
Virginia Beach City	Virginia Beach, Va.	55,131	2,684	112,863	112,087	64,987	1,824
Cobb County	Marietta, Ga.	55,043	2,686	109,504	109,350	61,466	1,752
Wake County	Raleigh, N.C.	53,728	2,837	125,772	117,235	65,331	2,175
Tucson Unified	Tucson, Ariz.	53,685	2,544	142,484	132,463	77,175	2,281
Jordan	Sandy, Utah	53,468	2,156	104,967	96,693	47,951	1,632
Greenville County	Greenville, S.C.	52,253	2,751	102,872	119,447	61,577	1,964
Cincinnati	Cincinnati, Ohio	52,208	2,550	158,596	164,695	95,456	2,949
Portland	Portland, Ore.	51,098	1,953	188,401	183,433	93,670	3,412
Oakland Unified	Oakland, Calif.	50,089	2,010	165,222	159,494	86,813	3,110

270 Elementary Schools Are Honored at White House

WASHINGTON—Representatives from 270 outstanding public and private elementary schools in 44 states and the District of Columbia were honored at a White House ceremony Friday, capping Secretary of Education William J. Bennett's "Year of the Elementary School."

Selected as exemplary in the department's first national elementary-school recognition program, the schools were among some 800 nominated for the honor by chief state school officers and members of the Council for American Private Education.

Secretary Bennett called the award winners "as diverse as America itself" and said their one common attribute was that "they're good schools."

"They provide their young students with a solid foundation for later life," the Secretary said. "They have helped their students develop a strong core of skills and knowledge, good values and habits, and an enthusiastic attitude toward learning."

Though the public- and private-school recognition programs were conducted separately, with CAPE officials selecting the 60 private-school winners, department spokesmen said school effectiveness was gauged in each process through on-site visits, detailed application materials, and interviews with parents, teachers, and administrators.

"The awards were based primarily on how well they used resources at their disposal and how well they met the needs of their particular students," department officials said in announcing the selections this summer. "There was special emphasis on student achievement in reading and mathematics, and on the school's record of overcoming obstacles and sustaining progress."

Public secondary schools have been honored in similar recognition programs for the past three years, and private secondary schools for the past two. Beginning with this year's program, Mr. Bennett plans to recognize outstanding elementary and secondary schools on alternate years.

The schools honored Friday were:

Alabama: *Public:* Cahabaca Heights Community School, Birmingham; Valley Elementary School, Pelham; Vestavia Hills Elementary School-West, Vestavia Hills.

Alaska: *Public:* Tok School, Tok.

Arizona: *Public:* Booker T. Washington School, Mesa; Laguna Elementary School, Tucson; Page Elementary School, Page; Weinberg Elementary School, Chandler.

California: *Public:* Alamo Elementary School, Alamo; Amy Blanc Elementary School, Fairfield; Discovery Bay Elementary School, Byron; Fort Washington Elementary School, Fresno; Garden Gate Elementary School, Cupertino; Greenville Fundamental Elementary School, Santa Ana; Harbor View Elementary School, Corona del Mar; Lupin Hill Elementary School, Calabasas; Melvin Avenue School, Reseda; Mendocino Middle School, Mendocino; O'Neill Elementary School, Mission Viejo; Pioneer Elementary School, Union City; Walter White School, Ceres; West Valley Elementary School, Sunnyvale; White Oak Elementary School, Westlake. *Private:* Pacific Union College Elementary School, Angwin; St. Anthony's School, Fresno; St. David's Elementary School, Richmond.

Colorado: *Public:* Douglass Valley School, Colorado Springs.

Connecticut: *Public:* Cider Mill School, Wilton. *Private:* St. Francis School, New Haven.

District of Columbia: *Public:* Bunker Hill School, Washington; Smothers Elementary School, Washington. *Private:* Sidwell Friends Lower School, Washington.

Florida: *Public:* Bayview Elementary School, Ft. Lauderdale; Caloosa Elementary School, Cape Coral; Dr. W.J. Creel Elementary School, Melbourne; Finegan Elementary School, Atlantic Beach; Hendricks Avenue Elementary School, Jacksonville; Jackson Heights Middle School, Oviedo; John N.C. Stockton School, Jacksonville; Kate Sullivan Elementary School, Tallahassee; Pine Trail Elementary School, Ormond Beach; Pinecrest Elementary School, Miami. *Private:* Ascension Catholic, Melbourne; Rabbi Alexander S. Gross Greater Miami Hebrew Academy, Miami Beach; St. Rose of Lima, Miami Shores; The King's Academy, West Palm Beach.

Georgia: *Public:* Burroughs-Molette Elementary School, Brunswick; Duluth Middle School, Duluth; Garden Hills School, Atlanta; Southside Elementary School, Milledgeville. *Private:* Christ the King, Atlanta; Hebrew Academy of Atlanta Inc., Atlanta.

Hawaii: *Public:* Manoa Elementary School, Honolulu; Nuuanu Elementary School, Honolulu. *Private:* Hanahauoli School, Honolulu.

Idaho: *Public:* Lincoln Elementary School, Caldwell; Pierce School, Pierce.

Illinois: *Public:* Everett School, Lake Forest; Fairview South School, Skokie; Garden Hills Elementary School, Champaign; Hadley Junior High School, Glen Ellyn; John W. Gates Elementary School, Aurora; Kenneth E. Neubert Elementary School, Algonquin; La Grange Highlands Elementary School, La

Continued on Page 23

Name of School System	Location of Superintendent's Office	Enrollment (Fall 1982)	Classroom Teachers (Fall 1982)	Revenues and Expenditures, 1981-82 (in thousands of dollars) Revenue Receipts	Total Expenditures[1]	Current Expenditures, Instruction	Current Expenditure Per Pupil, 1981-82[2] (in dollars)
Fresno City Unified	Fresno, Calif.	49,222	2,036	133,694	129,885	80,056	2,639
Tulsa City	Tulsa, Okla.	47,973	2,406	116,521	116,167	71,971	2,191
Buffalo City	Buffalo, N.Y.	46,716	2,763	176,146	179,381	88,603	3,635
Caddo Parish	Shreveport, La.	46,320	2,542	122,218	116,156	60,553	2,453
Ysleta Independent School District	El Paso, Tex.	45,368	2,171	32,358	73,498	49,666	1,678
Seattle	Seattle, Wash.	45,226	2,074	159,752	162,505	96,404	3,438
Brevard County	Rockledge, Fla.	44,413	2,388	115,524	116,338	70,107	2,258
Wichita	Wichita, Kan.	44,316	2,425	128,217	120,445	66,951	2,494
Jefferson County	Brimingham, Ala.	44,188	2,195	94,554	87,777	53,086	1,762
San Juan Unified	Carmichael, Calif.	43,648	1,892	116,119	112,831	69,980	2,504
Toledo	Toledo, Ohio	43,629	2,140	127,510	120,950	72,858	2,645
Birmingham City	Birmingham, Ala.	42,614	2,220	94,554	92,671	53,356	2,088
Pittsburgh City	Pittsburgh, Pa.	42,604	2,779	203,804	182,467	76,835	3,444
Charleston County	Charleston, S.C.	42,577	2,276	92,949	107,989	52,820	2,050
Omaha	Omaha, Neb.	42,270	2,135	124,861	116,437	60,526	2,465
Davis County	Farmington, Utah	42,123	1,723	86,778	95,000	41,142	1,853
Oklahoma City	Oklahoma City, Okla.	41,649	2,170	97,587	92,714	51,730	2,011
Mesa Unified	Mesa, Ariz.	41,113	1,970	88,536	90,249	47,150	1,982
Escambia County	Pensacola, Fla.	40,703	2,293	104,355	104,649	62,394	2,296
Sacramento City Unified	Sacramento, Calif.	40,532	1,693	120,674	115,190	62,352	2,692
Forsyth Co./Winston-Salem City	Winston-Salem, N.C.	39,666	1,987	95,576	93,031	53,234	2,291
Kanawha County	Charleston, W.Va.	39,536	2,363	107,703	101,742	59,514	2,427
Kansas City	Kansas City, Mo.	38,415	1,855	107,859	96,491	54,487	2,450
Minneapolis Special	Minneapolis, Minn.	38,301	1,991	174,935	163,315	73,674	3,846
Gwinnett County	Lawrenceville, Ga.	36,219	1,839	72,573	78,654	41,005	1,740
Corpus Christi Independent School District	Corpus Christi, Tex.	37,479	2,013	84,721	86,367	56,719	2,153
Garden Grove Unified	Garden Grove, Calif.	37,256	1,456	99,886	95,517	57,031	2,436
Pasadena Independent School District	Pasadena, Tex.	37,162	1,822	81,274	84,005	46,044	1,901
Seminole County	Sanford, Fla.	36,738	1,880	84,320	80,246	50,840	2,002
Akron	Arkon, Ohio	36,380	1,802	103,269	105,379	66,972	2,660
Anchorage	Anchorage, Alaska	36,243	2,154	175,537	153,946	107,186	2,858
Norfolk City	Norfolk, Va.	36,186	1,980	94,800	90,660	51,828	2,486
Volusia County	Deland, Fla.	36,057	1,954	103,656	102,721	55,326	2,176
Aldine Independent School District	Houston, Tex.	35,670	1,779	72,771	66,789	42,015	1,655
Fulton County	Atlanta, Ga.	35,536	2,231	91,103	86,069	53,699	2,207
Richardson Independent School District	Richardson,Tex.	35,492	1,931	86,260	81,204	53,369	1,937
Northside Independent School District	San Antonio, Tex.	35,087	1,957	74,836	83,143	46,984	1,888
Prince William County	Manassas, Va.	34,984	1,896	92,082	85,638	48,013	2,256
Cumberland County	Fayetteville, N.C.	34,794	1,649	71,564	70,118	40,772	1,955
Arlington Independent School District	Arlington, Tex.	34,598	1,791	76,590	72,839	41,592	1,738
Rochester	Rochester,N.Y.	34,280	1,902	146,870	145,308	70,667	3,862
Chesterfield County	Chesterfield, Va.	33,935	1,910	76,955	70,817	41,076	1,941
North East Independent School District	San Antonio, Tex.	33,458	1,804	76,701	81,785	48,568	1,973
Santa Ana Unified	Santa Ana, Calif.	33,243	1,392	86,728	78,690	47,249	2,341
Gaston County	Bastonia, N.C.	33,200	1,540	63,954	66,475	37,555	1,779
Fort Wayne Community	Fort Wayne, Ind.	32,933	1,531	86,751	81,399	45,680	2,198
Montgomery County	Montgomery, Ala.	32,694	1,743	57,524	56,833	35,733	1,592
Calcasieu Parish	Lake Charles, La.	32,593	1,966	85,410	88,951	41,704	2,487
Flint	Flint, Mich.	32,487	—	112,400	118,010	62,167	3,531
San Jose Unified	San Jose, Calif.	32,158	1,322	96,017	99,905	61,217	3,049
Dayton	Dayton, Ohio	32,057	1,689	109,413	112,480	70,873	3,300
Clayton County	Jonesboro, Ga.	31,794	1,743	62,023	61,934	38,739	1,728
Mt. Diablo Unified	Concord, Calif.	31,778	1,375	89,042	80,119	48,937	2,363
Richmond County	Augusta, Ga.	31,765	1,745	66,786	77,511	40,627	2,046
Des Moines Independent Community	Des Moines, Iowa	31,757	1,670	99,967	90,567	55,331	2,686
St. Paul	St. Paul, Minn.	31,430	1,762	138,365	128,626	72,272	3,840
Washoe County	Reno, Nev.	31,420	1,627	85,381	96,638	46,417	2,551
Jersey City	Jersey City, N.J.	31,384	1,658	111,345	108,232	67,276	2,990
Shawnee Mission	Shawnee Mission, Kan.	31,312	1,881	91,580	86,475	53,936	2,467
Henrico County	Highland Springs, Va.	31,025	1,785	83,420	78,388	45,042	2,358
TOTALS OF THE LARGEST 120 SCHOOL DISTRICTS		**8,967,192**	**447,672**	**$25,841,483**	**$25,429,052**	**$14,670,807**	—

[1] Includes intergovernmental expenditures not shown separately.
[2] Current expenditure per pupil based on Fall enrollment. The United States average expenditure for this measure was $2,478 in 1981-82.
NOTE: Because of rounding, details may not add to totals.
SOURCE: U.S. Education Department, National Center for Education Statistics, survey of "Common Core of Data," and U.S. Department of Commerce, Bureau of the Census, 1982 Census of Governments, Finances of Public School Systems.

Tax Bite Largest In 'Big Apple'

When it comes to taxes, New York City is still the biggest apple of all, according to a study by a business-backed research group.

The report, released by the Citizens Budget Commission this past summer, said the city's per-capita tax rate remains the highest in the nation, more than twice the average for other large cities.

New York's taxes have risen by approximately 50 percent since the mid-1960's and by 16 percent in the past three fiscal years, despite a series of tax cuts passed by the state legislature, according to Raymond D. Horton, the commission's director of research.

Noting that taxes have increased faster than inflation and personal income over the past decade, Mr. Horton attributed the high tax rates to the extensive social services provided by the city; to overstaffing in many municipal departments; and to pay raises won by the unions representing New York City's public employees.